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ABSTRACT

This yearbook is a collection of articles on the topic of motivating interest in reading. The articles are: "An Introduction to Recreational Reading in the Classroom" by Floyd Sucher, which discusses objectives, materials, setting, scheduling, and sharing activities; "New Words and New Meaning for Old Words" by Vermont Harward, Dan Bird, and Edith Stimpson, which looks at activities related to understanding word meanings; "Effective Classroom Reading Centers" by Ruel Allred and Floyd Sucher, which discusses the rationale, practical suggestions for developing reading centers, types of classroom reading centers that are possible, and use of a reading center; "Techniques for Implementing Recreational Reading Programs" by Della McClellan and Ruel Allred, which provides 20 techniques for motivating children to reading; "Helping Children Develop Interest in Reading," which lists 38 suggestions and experiences adapted to various ages and grade levels for parents to use with their children; "Steps to Interest and Motivate the Reluctant Junior High Student in Reading" by Deon Stevens, which identifies characteristics of the unmotivated reader; and "Parent Involvement in Teaching Reading to Junior High Students with Reading Problems," which looks at the initiation of a reading program using parents to motivate their children to read. (WR)

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## International Reading Association

# motivating interest in reading

CS 000 783

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## FORWARD

With this issue, the Utah Council of the International Reading Association presents a new format, a completely new publication in appearance and content. As you know, the Utah Reading Review for four years served as a very good resource for providing our members with up-to-date information about state reading activities along with reports of recent pertinent research projects being conducted in Utah and in other states. Now through the auspices of the United States Office of Education, another source of similar information is now available to us. The Educational Resources Information Center of the USOE Clearinghouse on Retrieval of Information and Evaluation of Reading (ERIC/CRIER) is sponsoring the Utah Reading Resources Network Center, with headquarters at the Bureau of Educational Research at the University of Utah. Plans are for the Center to distribute a newsletter three times a year. This newsletter will contain information of local reading activities as well as international reading news, and will be sent to you as a member of the Utah Council.

To avoid duplication of effort, the Executive Board decided to prepare a yearbook for distribution among the state's membership during each Utah State Reading Day. Each yearbook is to contain practical suggestions for both elementary and secondary reading teachers.

During past Utah Reading Day presentations we have seen some of the exciting things in reading being accomplished by our council members. We hope that you will share with us your ideas for each yearbook. Therefore, each year a theme devoted to some aspect of reading will be selected, at which time all interested people will be invited to submit articles explaining their successful practices, pertaining to the theme, for publication in the yearbook.

We hope this new approach will be acceptable to you and will aid you in your teaching activities.

## EDITORIAL

In the past much concern has been felt for the remedial reader, and the United States has spent a great amount of money for appropriate books, machines, special reading clinics, etc. Concern has also been expressed for the corrective or developmental reader. Vast evaluation projects have been underwritten for the purpose of determining which of the many teaching reading methods are doing the best job. But what about the reluctant reader? Spiegler describes a reluctant reader in one of his classes in these words:

> "Culturally, he is bounded on the north by comic books, on the south by the pool parlor, on the east by the racing form, on the west by neighborhood small talk." [1]

What about the child who reads just enough to get by, exactly the required number of pages? Or the person who reads just the right number of books to qualify for another bookworm section for the classroom bookworm, or another rocket on the way to the moon, or another deep sea diver on his way down to the clams (oysters--or is it supposed to be pearls?); what about the child who stops at the end of the social studies chapter, the end of the assignment, not feeling the need to look for more information? Does the science textbook being studied include all the information pertaining to the topic, or could other sources be consulted?

Johnson makes the following observation:

> "With the development of new techniques in reading instruction and the growing realization of the importance of individual instruction, schools are beginning to do a reasonable job of teaching the majority of children how to read at least fairly well. The conspicuous failure is in teaching children to want to read." [2]

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[1] Spiegler, C.G., "Give Him a Book That Hits Him Where He Lives," Improving English Skills of Culturally Different Youth, Doris Gunderson, Ed. Bulletin No. 5 (Wash. 1964), pp. 91-99. U. S. Govt. Printing Office.

[2] Johnson, T.D., "Must It Always Be The Three Little Pigs?" The Reading Teacher, Dec. 1970, Vol. 24, pp. 251-256.

A pertinent finding, related to Johnson's comment, is reported in the State of Utah Survey in Reading:

> "Reading tools, such as vocabulary (pronouncing words) are more highly developed in the Utah third grade than comprehension (getting meaning from words). This may be related to another finding in the study that almost half the children view learning to read as another school requirement instead of moving toward an implicitly useful and pleasureful operation--reading. Reading has not been made a pleasant activity to half the children."

What can be done to make reading self-fulfilling, desirable, important? Taking this challenge, the Utah Council decided to devote the first yearbook to Motivating Interest in Reading. Much appreciation is extended to the vigorous Central Utah Reading Council, its members and past and present leadership. Much of the material for this yearbook was taken from their three publications, Recreational Reading for the Classroom, Comprehension Skills, and Parents-Children and Reading.

# AN INTRODUCTION TO RECREATIONAL READING IN THE CLASSROOM *

Floyd Sucher

*Dr. Sucher, in this article, presents an interesting challenge:*

*"First we must teach our children to read and secondly we must teach our children to read."*

*After explaining what he means by this statement, he then leads into a discussion of the objective, "A classroom recreational reading program that will instill in every child a love for reading." This article contains much useful information.*

The test of an excellent reading program can perhaps best be stated in the words of Jeanette Veatch. "The point is, after all, not (only) that children can read but that they do read. Herein lies all of our greatest hopes." Elliot Landau states, "Children (or adults) who learn to read, then do not read, are as culturally deprived as the person who has never learned to read." As teachers, we should recognize two broad objectives in developing our classroom reading program. First we must teach our children to read and secondly we must teach our children to read. You are probably saying, "What? They are the same!" Let us examine each.

The first objective might be stated, "teach our children how to read." This refers to the developmental phase of reading where we provide each child with the skills and understandings necessary to translate printed symbols into meaning. A good developmental program will enable the reader to accomplish that act at progressively more and more difficult levels and with greater ease and fluency in both oral and silent situations. This phase in no way insures that the child will enjoy reading when he has self-directed time at his disposal nor does it insure that he will use reading as a means to answer his own questions. These, then, are the elements of the second objective: that each child will desire to read to "find out" about his surroundings, and that he will enjoy reading as a recreational activity for the rest of his life.

This booklet is devoted to methods of developing this second objective: a classroom recreational reading program that will instill in every child a love for reading.

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* Reprinted from Recreational Reading for the Classroom, Central Utah Reading Council, 1968, pp. 1-8.

## Objectives of a Recreational Reading Program

A complete recreational reading program should accomplish several objectives:

1) The prime objective is to develop a love for reading and to discover that books entertain and are to be enjoyed.

2) It should develop in each child an interest in a wide variety of both fiction and non-fiction subjects including stories of here and now, other times and other places, tales, mysteries, biographies, animal stories, science, etc.

3) It should develop in each child an appreciation for all types and styles of well-written material. This would include poetry, short stories, novelettes, novels, plays, letters, editorials, etc.

4) It should provide many opportunities for children to explore life vicariously by either reading or being read to.

5) It is a most natural situation for children to apply and improve the skills they have been taught in the developmental phase of their program.

## BASIC CONSIDERATIONS FOR IMPLEMENTING THE RECREATIONAL READING PROGRAM

While the recreational reading program should be very flexible, it shouldn't be accidental. Rather, it should be well planned and integrated into the total language arts program. In planning, four major points should be considered: (1) provision of a rich selection of material; (2) development of a stimulating comfortable setting; (3) scheduling of time; and (4) activities that encourage students to explore, to share and to make recreational reading a lifetime habit.

## Selecting Materials

Every classroom should have access to at least three types of reading materials covering a wide variety of interests and a span of reading ability.

1) Students should have daily access to a good variety of library books. If the class cannot visit a central library daily, a minimum of 50 and preferably 100 library books, should be retained in the classroom. These books should be both fiction and non-fiction, a variety of subjects and be at several levels of reading difficulty to

allow for the spread of ability and interest. Rotation with new sets several times a year will provide for a variety of interests and abilities. These library or trade books allow a child a more intense and intimate association with the subject for an intended period.

2) The second type of material is collections or anthologies of literature. Supplementary literary readers is the common source for these types of material. These books incorporate many features that meet the objectives outlined earlier. A good supplementary literary reader contains selections of the best in literature representing a wide variety of subjects and styles. They include selections from full-length novels, short stories, poetry, plays, and other types of literature. Here children can have short exciting excursions into the best of literature. The many companies now publishing excellent supplementary literary readers make it possible for the teacher to meet a wide range of reading interests with several possible selections at each reading level. A chart suggesting a pattern for ordering follows.

Supplementary Literary Reader for Fourth Grade

| Grade Level | Publishers | | | |
|---|---|---|---|---|
| | A | B | C | D |
| Second | 2 * | 2 | 2 | 2 |
| Third | 3 | 3 | 3 | 3 |
| Fourth | 3 | 3 | 3 | 3 |
| Fifth | 2 | 2 | 2 | 2 |
| Sixth | 2 | 2 | 2 | 2 |
| Seventh | 1 | 1 | 1 | 1 |

* number of copies.

More companies' materials can be added to expand the program. You will notice that the largest number of copies of any one book is three. This eliminates the problem of a teacher requiring all students to read from the same story at the same time. Such an order pattern provides a variety of good sources for children of each reading level and encourages developing individual tastes and self-direction in free reading.

3) The third type of material is probably best labeled "miscellaneous materials." Included here are magazines, newspapers, pamphlets, travel brochures, filmstrips, and any other printed material of possible interest to children. Records, tape recordings, and all types of reading games fall into this classification. A wide variety of these materials can enrich and augment a recreational reading program. These types of materials will frequently capture the interest of a student and broaden his reading activities to include many other types of materials.

## Providing a Comfortable Setting

The development of a comfortable setting with a pleasant stimulating atmosphere can be one of the most valuable aspects of the classroom for setting a "reading mood" and motivating children to want to read. Few adults sit on hard chairs at their kitchen tables reading exciting novels; comfortable furniture and a pleasant atmosphere are inviting even to students; material well displayed in such an environment will be frequently used. Students should be free to use such a center during free reading periods or those incidental times made available from early completion of assignments. All students should have some time in the center, if not unscheduled, scheduled.

## Scheduling Time

Two types of time should be considered in planning the program. Throughout the day during the week the student will have small segments of time either from completing his assignments early or for which he has no specific assignment other than free selection. These incidental periods can be used for recreational reading. In addition, a one-hour period should be scheduled at least once a week during which all types of reading and sharing of reading activities can occur.

## Providing Activities

The experience of sharing an enjoyable story with others can stimulate both the person presenting the information and the one receiving the presentation to further reading. Opportunities for a student to engage in a variety of sharing activities with all the members of the class should be planned on a regular basis. These can vary from individual reading to buddy reading to buzz groups to large groups presentations of plays. A variety of such activities are described in the techniques section that follows.

The next sections of this manual contain detailed descriptions of reading centers as specific activities for developing the recreational program. However, before going to those items, let us review several basic premises important to implementing the program.

1) Our major objective is to develop a life-long love for reading. Excessive required activities should be avoided as they may interfere with this objective. Few of us would wish to write a report on every story or book we read.

2) Provide a variety of materials and experiences. Variety is the spice of life. This is true also in recreational reading. A continued diet of the same experience soon loses appeal. Allow children to read selectively from both fiction and non-fiction.

3) Provide a stimulating, comfortable setting for independent reading.

4) Schedule time and assignments so that students will have both incidental and planned opportunities for recreational reading.

5) Recognize that literature is to be enjoyed for its own sake, as it is aesthetically styled to evoke one's own feelings and not logically ordered for thorough analysis. Therefore, we should avoid extended analysis and interpretations.

6) All books need not be read from beginning to end. This is particularly true of anthologies. Here the child can choose from a smorgasboard--going back for new dishes as his taste is whetted for them.

7) Lead children to good books but don't condemn them for reading materials considered by some to be inferior quality.

# NEW WORDS AND NEW MEANINGS FOR OLD WORDS *

Vermont Harward, Dan Bird, and Edith Stimpson

*Certainly one way to motivate interest in reading is to help the students understand how different words are formed. Several interesting activities related to understanding word meanings are presented in this article as ways to make the act of reading meaningful.*

As new inventions are made, as exploration into new areas of human experience are undertaken, and as new ideas are developed, our language needs new words to describe or label them. The new words can be obtained by creating new words, by borrowing words from another language, or by shifting or expanding the meaning of an already existing word. In the modern world, especially in the areas of technology, science, and medicine, new words and new meanings for old words are appearing at a phenomenally rapid rate. In 1961 the Merriam-Webster Company published the third edition of its unabridged dictionary--the second edition had been published in 1934. Webster's III contained approximately 100,000 entries that had not appeared in Webster's II. In the twenty-eight year period between editions, approximately 50,000 new words and 50,000 new meanings for old words were added to the dictionary! Most of these words were in science, medicine, and technology.

The discussion which follows does not present an exhaustive list of the ways new words are formed in a language, but it does present those which are most productive in Modern English.

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Trade Names | To help the student to be aware that one process by which a language gains new words is by accepting trade or brand names as part of the vocabulary. | A name given to a particular product by a manufacturer--becomes widely accepted as the word for a class of products. Examples: Kleenex, Cutex, Levis, Frigidaire, Eversharp, etc. |

Example 1

Tell what forms underlie the following trade names:

| | | | |
|---|---|---|---|
| 1. Vaseline | 4. Automat | 7. Quonset | 10. Frigidaire |
| 2. Uneeda | 5. Band-aid | 8. Technicolor | |
| 3. Socony | 6. Pulmotor | 9. Windbreaker | |

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* Reprinted from the article, "Vocabulary, Developing Word Meanings," Comprehension Skills, Central Utah Reading Council, 1969, pp. 22-34.

Have students suggest trade names that have become general terms for a product or process.

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Proper Names | To cause the student to become aware that the language sometimes accepts the names of famous people as words in every day use. | The name of an actual person applied to a particular object or idea. Examples: watt, lynch, sandwich, pasteurize, braille, diesel, etc. |

The following are common words derived from proper names. Identify the person, place, or group referred to and if possible, suggest how the word got the meaning it now has. Suggest other proper names which have become common words:

1. hooligan
2. quisling
3. roentgen
4. guillotine
5. saxophone
6. malapropism
7. cantaloupe
8. vandal
9. waterloo
10. welch
11. robin
12. doneybrook

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Echoic words (onomatopoeia) | To develop student awareness that some words are created by imitating a sound. | A word which supposedly re-creates a sound of an object, action, or animal. Examples: bang, splash, ping, choo-choo, etc. |

Have students select one of the following areas of meaning and give as many echoic words as they can for each area:

1. animal noises
2. noises made by water
3. noises made by falling objects
4. noises made by machines
5. noises of rapid motion, etc.

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Shortening | To help the student become aware of the process of creating new words by back formation. | The creation of a new word by abbreviating a known word. The process may clip the word from either end. Examples: ad, bra, gas, auto, taxi, cab, math, lab, fridge, phone, flu, etc. |

Identify the longer forms for each of the following:

| | | |
|---|---|---|
| 1. tarp | 5. wig | 9. scram |
| 2. zoo | 6. chat | 10. curio |
| 3. piano | 7. pep | |
| 4. fan | 8. radio | |

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Back-Formation | To develop student awareness of the process of creating new words by back formation. | Creating a word from another word of which the first is mistakenly assumed to be a derivative--burgle from burglar. Examples: edit, enthuse, baby-sit, pea, housebreak, orate, etc. |

The following words are back formations. Identify the original word from which they were formed:

| | | | |
|---|---|---|---|
| 1. burial | 4. peddle | 7. enthuse | 10. jell |
| 2. escalate | 5. donate | 8. diagnose | |
| 3. mug (assault) | 6. resurrect | 9. greed | |

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Compounding | To help the student be aware of the process of compounding as a way of creating new words. | Putting two or more words together to make a new word. Examples: blackboard, front-page, one-horse, weekend, nevertheless, Boy Scout, postmaster. Some compounds are written as one word; some are hyphenated; some are written as two words. |

According to Thomas Pyles, the following are a few of the patterns upon which compounds are formed:

1. Bluegrass from "the grass is blue"
2. Bloodthirsty from "thirst for blood"
3. Daredevil from "he dares the devil"
4. Pale-face from "he has a pale face"
5. Pin-up from "it is pinned up"
6. Overland from "over the land"
7. Typeset from "to set the type"

Identify the patterns of the following compounds. Place the number one to seven before each item:

| | | | |
|---|---|---|---|
| _____ | 1. backbite | _____ | 6. boy-crazy |
| _____ | 2. downstairs | _____ | 7. highbrow |
| _____ | 3. proofread | _____ | 8. redhead |
| _____ | 4. spoilsport | _____ | 9. homesick |
| _____ | 5. underhand | _____ | 10. hotfoot |

Many compounds are indicated in the spoken language by a major stress on the first word. Phrases composed of an adjective plus a noun (not functioning as compounds) have the major stress on the second element. For example: blackbird, but black bird, or redwood, but red wood. Also note the difference between humming bird (a bird making a humming noise) and Humming Bird (the species of bird with that name). Place the major stress marks for the following contrasting pairs.

| | | |
|---|---|---|
| 1. | White House | white house |
| 2. | blackboard | black board |
| 3. | hothouse | hot house |
| 4. | darkroom | dark room |
| 5. | Main Street | main street |
| 6. | high chair (for baby) | high chair (elevated) |
| 7. | longhand | long hand |
| 8. | French teacher (teaches French) | French teacher (from France) |
| 9. | smoking room (for smoking) | smoking room (on fire) |
| 10. | Long Island | long island |

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Verb-Adverb (preposition combination) | To help the student be aware of the free use the language makes of verb-adverb combinations in forming new words. | The process of combining verb and adverbs (or prepositions) to form new words. Examples: put up, crack down, shove off, slow up, slow down, roll up, etc. |

Choose one of the verbs on the left and one of the adverbs on the right. Form as many idiomatic combinations as you can:

| Verb | Adverb |
|---|---|
| ask | down |
| give | in |
| put | off |
| turn | out |
| take | up |

Example:

Up has entered into many popular expressions: add up, ask up, bang up, break up, call up, cough up, crack up, dig up, dish up, drum up, ease up, foul up, goof up, gum up, hold up, jack up, jazz up, join up, kick up, lay up, live up, mash up, nick up, pass up, perk up, pop up, queue up, rip up, roll up, scrape up, shut up, stick up, talk up, tank up, wall up, work up, and wrap up.

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Blends | To help the student be aware of blending as a process of creating new words. | The blending--usually of the first sounds of one word and the last sounds of another--of two works to form a single word. Examples: brunch (breakfast and lunch), smog (smoke and fog), motel (motor and hotel), slide (slip and glide), chortle (chuckle and snort). |

Identify the sources of the following blends--two sources for each. You may discover some disagreement among dictionaries for some of them:

1. flaunt _____ + _____
2. slide _____ + _____
3. splatter _____ + _____
4. galumphing _____ + _____
5. motorcade _____ + _____
6. simulcast _____ + _____
7. travelogue _____ + _____
8. vitamin _____ + _____
9. scroll _____ + _____
10. hassle _____ + _____

| TERMS: | OBJECTIVES: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Acronyms | To help the student be aware of the process of using the initial letters or syllables of words in a phrase as new words. | The process of using the initial letters (sometimes syllables) of words in a phrase as a new word. Examples: OK, TV, PJ's, NATO, NASA, radar (radio detecting and ranging), laser (light amplification by stimulated emission of radiation), WPA, etc. |

Give the phrases from which the following acronyms have been abbreviated. Add other acronyms to the list:

1. sonar
2. Gestapo
3. flak
4. SPAR
5. SHAPE
6. napalm
7. I.W.W.
8. WAC
9. futhorc
10. GOP

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Functional Shift | To help the student be aware of the way the language gets new words from one part of speech to another with no change in form. | The conversion of a word normally functioning as one part of speech with no change in form. Examples: the nouns naming the parts of the body may be made verbs-- "He heads a committee." "She handed him the paper." etc. |

Give the students a list of words and ask them to write two or three sentences using the word as a different part of speech in each sentence:

1. run
2. up
3. back
4. total
5. split
6. sing
7. coin
8. fun
9. pressure
10. produce

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Derivation (Use of prefixes and suffixes) | To help the student be aware of the process of forming new words by adding prefixes or suffixes. | To make a new word by adding a prefix or a suffix to another word. Examples: ize, became an active suffix in the 1950's and such new words as glamorize, personalize, finalize have appeared.<br><br>-wise has been added to many words in recent years. Other prefixes and suffixes include un-, up-, out-, -dom, -ness, -orium, -ism, -iteria, -rama, anti-, etc. |

Choose an affix that is active in forming modern English words such as -ize for verbs, -ism for nouns, or -wise for adverbs. Listen to the speech of your friends, radio and television announcers, etc. List all the words you hear them use with that suffix. Among the active affixes are the following:

| | | |
|---|---|---|
| -ology | -oree | -teria |
| -ism | para- | -rama |
| -nik | non- | -torium |
| -ery | -ize | -omat |
| -ify | -wise | -burger |

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Slang | To help the student to be aware that occasionally a slang word becomes respectable and becomes a part of the regular vocabulary. | To add a word to the regular vocabulary by accepting a slang word. Examples: mob, knockout, to goof, square (conventional) soap opera, hill billy, pad, etc. |

A good deal of slang originates with particular occupations. List several slang words or phrases that have entered general usage from the jargon of a particular group.

For example:

The following terms have come from the jargon of baseball. All are now used to talk about things other than baseball:

| | |
|---|---|
| batting average | to be benched |
| double header | bush league |
| out in left field | shut-out |
| south paw | off-base |
| throw a curve | strike-out |

## Borrowing Words from Other Languages

The English language has freely borrowed words from other languages since Middle English (from 1200 A.D. to the present). It has borrowed most heavily from Latin and French--also from Greek. But it has also borrowed words from languages all over the world. The study of borrowed words can lead to a fascinating study of stymology, the history of words. The best source of information about the history of English words is the Oxford English Dictionary (sometimes called the New English Dictionary) which attempts to cite the first use of a word in English and trace its development to the time the OED was published. The OED will not be available to most students but they can trace word histories in any good modern dictionary.

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Borrowed Words | To help the student to be aware of the great number of borrowed words in the English language and to interest him in the study of word origins and histories. | A word borrowed from another language to become a part of the vocabulary of English. Examples: marimba was borrowed from a West African language, Algebra was borrowed from Arabic, typhoon was borrowed from Chinese, etc. |

Check in a good dictionary to determine what language each of the following words was borrowed from:

| | | | |
|---|---|---|---|
| 1. homing | 6. sofa | 11. uvula | 16. cosmetic |
| 2. guess | 7. thug | 12. rim | 17. polo |
| 3. tank | 8. caucus | 13. guerrilla | 18. raccoon |
| 4. awe | 9. posse | 14. anger | 19. bluff |
| 5. robot | 10. quip | 15. picnic | 20. casino |

A doublet is one of a pair of words that comes from the same source but has been brought into English by different paths. The words were once the same but have different histories and therefore meanings. The following are some pairs of words that are doublets. Give the etymology of each:

| | | | |
|---|---|---|---|
| 1. wine<br>vine | 2. poison<br>potion | 3. chamber<br>camera | 4. cipher<br>zero |
| 5. sure<br>secure | 6. palaver<br>parable<br>parabola<br>parole | 7. place<br>plaza<br>piazza | |

## Changes in Meaning of Old Words

A language not only creates new words or borrowed words from another language, but also allows semantic shifts or changes in the meanings of words. Change of meaning is phenomenon common to all languages. Changes in meaning are not completely haphazard but follow fairly regular patterns which can be labeled and described. The following are some of the ways words change in meaning:

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Generalization (extension or widening) | To help the student see that the words change meaning by broadening their scope. | Broadening the scope of a word to include a greater area of meaning. Examples: go, once meant to walk, travel by foot, now means to move or travel; wretch, once meant exile, now means unhappy person; deal, once had several rather specific meanings but uninformal use has now come to mean almost anything as in "that's a good deal," or "I don't want any of his deals." |
| Specialization (restriction or narrowing) | To help the student see that words change meaning by narrowing their scope. | Narrowing the scope of a word to restrict the area of its meaning. Examples: meat in the biblical phrase "meat and drink" meant food, now it means a particular kind of food; to starve once meant to die by any means, now it means to die from lack of food; liquor once meant liquid, now it means alcoholic beverage. |

Each of the words listed below has changed meaning during its history. It has either generalized--extended the scope of its meaning--or specialized--narrowed the scope of its meaning. Place a G before each word that has generalized and an S before each word which has specialized in meaning:

_____1. virtue: once meant "manliness" later "fortitude," now means "noble quality," especially in moral characteristics.

_____2. chest: once meant "coffin," now "box."

_____3. pen: once meant "feather," now means a writing instrument tipped with metal.

_____4. quarantine: once meant "forty days," now means "isolation."

_____5. deer: once meant "animal" now means "a particular animal."

_____6. coast: once meant "border" or "frontier" now means "sea shore."

_____7. undertaker: once meant "one who could undertake anything," now means "one who manages funerals."

_____8. reek: once meant "smoke," now means "to stink."

_____9. aisle: once meant "passage between the pews of a church," now means "passage between rows of seats."

____10. business: once meant "state of being busy," now means "occupation, profession, or trade."

____11. fowl: once meant "bird," now means "barnyard fowl."

____12. frock: once meant "loose-fitting outer garment," now means "woman's dress."

____13. frock: once meant "monk's loose-fitting habit," now means "loose-fitting outer garment."

____14. ordeal: once meant "legal trial by a physical test," now means "a difficult experience."

____15. thing: once meant "legal matter," now means "any matter."

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Elevation | To help the student see that words change meaning by developing more favorable connotations or meanings. | A change in meaning related to a moral or ethical consideration, the word being more favorably viewed in elevation. Examples: enthusiasm once meant fanaticism, now has favorable meaning; paradise once meant a park; praise once meant to put a value on (appraise), now it means to value highly; knight once meant a servant. |
| Degradation | To help the student see that words change meaning by developing less favorable meanings or connotations. | Change of meaning in which a word that once meant something good or perhaps neutral comes to refer to something bad. Example: lewd once meant ignorant or unlearned; hussy once meant housewife; silly once meant happy or blessed; villain once meant farm labour; sly, crafty, and cunning once meant skillful. |

Place an E before each of the following words whose meaning has been elevated in its history, a D before each one which has had a degradation of meaning:

_____1. lust: once meant "pleasure," now means "excessive sexual desires."

_____2. square: once meant "an honest deal as in a 'square d. ' or a full meal as in a 'square meal,'" now means "old fashioned" or "unsophisticated."

_____3. marshall: once meant "horse-servant," now means "high official."

_____4. Mickey Mouse: once meant "the name of a cartoon character," now means "worthless" or "corny."

_____5. counterfeiter: once meant "imitator" or "copyist," now means "one who makes bad money."

_____6. pretty: once meant "sly," now means "beautiful."

_____7. harlot: once meant "a fellow" (of either sex), now means "a prostitute."

_____8. err: once meant "wander," now means "go astray."

_____9. glamour: once meant "spell, enchantment," now means "attractiveness, allure."

____10. fame: once meant "report, rumor," now means "celebrity, renown."

____11. impertinent: once meant "not pertinent, unrelated," now means "presumptuous, insolent."

____12. luxury: once meant "lust," now means "sumptuousness."

____13. notorious: once meant "widely known," now means "widely and unfavorably known."

____14. sophisticated: once meant "overly complex or refined," now means "sufficiently complex or knowing."

____15. flibbertigibbet: once meant "name of a devil," now means "mischievous person."

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Euphemism | To help the students see how the tendency to use euphemisms affects the vocabulary. | The tendency in the language to substitute a pleasant, neutral, or perhaps meaningless word for the direct word--especially words thought to have evil or unpleasant meanings. Examples: pass away for die, cemetery or memorial garden for graveyard, gad for God, darn for dam, sanitary engineer for garbage man. |

The tendency to replace a word with evil or unpleasant connotations with a kinder or more elegant substitute seems to be universal. Frequently the substituting euphemism develops unpleasant connotations and is in turn replaced. Words related to death develop unpleasant connotations and euphemisms are substituted. Give the students words related to death such as "to die," "corpse," "graveyard," etc., and ask them to list as many substitutes as they can.

Examples:

to die

go on a journey
pass away
pass on
go to sleep
go to one's great reward
breathe one's last
succumb
expire
depart this life
be taken or called
go to a better world
go west
kick the bucket
push up the daisies, etc.

graveyard

cemetery
memorial park
columbarium

funeral undertaker

undertaker
funeral director
mortician, etc.

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Other changes in meaning. | To help the student to be aware of other ways words change meaning. | In general a word may change meaning whenever there is a resemblance between two things. Examples: land, once applied to ships coming to shore, was enlarged to include airplanes coming out of the sky; transplant once applied to plants, has now been applied to organs of the human body. |

As man meets new situations or adjusts to evolving (or changing) environment, he searches for words and meanings which allow him to convey ideas and communicate with and influence others. This he attempts to accomplish by the use of technical and special vocabulary, slang, and emotive words.

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Technical and Special Vocabulary | To help the student master the specialized vocabularies (including symbols and abbreviations) in various subject matter areas; to make him aware that various professions, vocations, etc., have technical terms restricted largely to their groups; and to help him avoid the abuse of technical language (jargon). | The words peculiar to or largely restricted to a particular art, science, profession or similar group (including symbols and abbreviations). Words may be such terms as scalpel, forceps, used in medicine; symbols such as +, =, used in mathematics; abbreviations such as cc., $H_2O$ used in science. |

The special vocabulary of subjects such as mathematics and science should be presented in meaningful context when studying those subjects. In the upper grades, subject matter teachers have the responsibility of introducing the terminology of their subjects.

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Slang | To help the student to be aware of slang, to develop within him a sensitivity to the appropriate use o slang expressions, to show him the limitations of slang. | Very informal usage in vocabulary and idiom, frequently metaphorical, playful, and vivid. Usually such expressions are popular for a very short time. Some slang is not accepted as good English when it is speech or writing using vulgar or socially unacceptable words and idioms. |

Example 1

Below are five definitions of slang by well-known authors. Read each definition and discuss how the connotation of the words and of the metaphors used reveal the author's attitude toward slang. Discuss the definitions as definitions. How do they compare with the definitions of slang found in dictionaries?

1. Slang is language that takes off its coat, spits on its hands, and gets to work.

2. Slang is a dressing-room in which language, having an evil deed to prepare, puts on a disguise.

3. Slang is the speech of him who robs the literary garbage carts on their way to the dumps.

4. The language of the street is always strong--cut these words and they would bleed; they are vascular and alive; they walk and run.

5. Slang is the wholesome fermentation or eructation of those processes eternally active in language by which the froth and specks are thrown up, mostly to pass away, though occasionally to settle and permanently crystalize.

Example 2

Have students compile a list of slang words used by themselves and their fellow students. Under what circumstances is their slang appropriate. When might it be inappropriate?

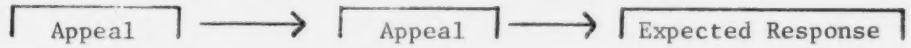
Example 3

Explore words that have been given a new twist or meaning as they are used in slang expressions, i.e., not slang--"I'm kneading dough." Slang--"I have enough dough to buy an ice cream cone." Not slang--I'll put the smallest block on top." Slang--I'll knock your block off."

| TERM: | OBJECTIVE: | DEFINITION AND ILLUSTRATION: |
|---|---|---|
| Emotive words ("charged" or "loaded" words) | To help the student be aware of the use of words to persuade him by an appeal to his emotions rather than to his reason; to develop in the student the critical ability to recognize such words and to resist them. | Words that arouse the emotions and tend to cause the person to respond emotionally and uncritically, rather than thoughtfully and critically. Such words are usually used without supporting evidence. Examples: Extremist, Communist, that greasy kids' stuff, graveyard--changed to memorial gardens, death--to pass away. |

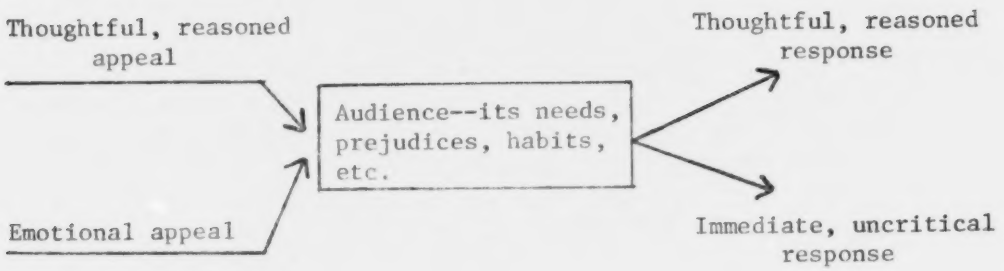
Example 1

Emotive words are often used by advertising agencies, in political campaigns, and in the propaganda campaigns of various groups, governments, and organizations. Such language, skillfully used, has a powerful effect in persuading an individual or an audience to favor or oppose a particular view. Such words are always chosen with the motive, the habits, the needs, the prejudices of a particular audience in mind. The diagram below might be placed on the board and the students asked to give examples of attempts to persuade (advertising, political speeches, etc.) to analyze the persuader's view of his audience in terms of the words he has used, and to indicate the expected response. Then the students might be asked to evaluate the effectiveness of particular appeals.




Don't vote for Mr. Z.

He has had no experience in foreign affairs.
(supporting detail)
He has had no experience in domestic affairs.
(supporting detail)
He advocates policies which would divide our country.
(supporting detail)




Don't vote for Mr. Z.

He's an unAmerican, fuzzy-headed idealist.
(no supporting detail.)

Devices frequently used in emotional appeals:

name calling
glittering generality
band wagon technique
"loaded words"
transfer technique

Example 2

Students could be asked to analyze newspaper editorials, letters to the editor in newspapers and magazines, advertisements in print and on radio and television, etc. for propaganda statements. They also might be asked to compare or contrast factual and slanted reports of the same event.

Example 3

Ask students to write a paragraph giving a factual account of a particular event, person, or organization. For example: write a factual account of an automobile accident in which a woman, a teen-age boy, and a young girl were killed and two teenage boys seriously injured. Then write a slanted report for an organization carrying on a crusade against juvenile delinquency. (Be sure to stick to the facts, but choose words which will lead the readers to the conclusion desired.) Rewrite the report a third time for an organization very critical of the police.

Example 4

Students can have a good deal of fun writing parodies of slanted writing--writing a paragraph that is so biased that it ridicules the bias. The following is a paragraph from Mad magazine discussing the Boy Scouts as they might be viewed by Pravda, the Russian newspaper.

> After three years of servitude in the Cub Scouts, the boys, now hooligan adolescents, are forced to join the older, more corrupt Boy Scouts. Here, they are snatched away from their families and taken to primitive forests where they must live in unheated tents.
>
> The most deceitful ritual is the shameful "Court of Honor" where the young warmongers are decorated with so-called "Merit Badges." It is here that they receive awards for their work in such insidious fields as "Swimming" (Underwater Demolition and Sabotage), "Chemistry" (Germ and Poison Gas Warfare), "Pathfinding" (Counter-espionage), and "Pioneering" (Exploitation of Undeveloped Nations).

# EFFECTIVE CLASSROOM READING CENTERS *

Ruel Allred and Floyd Sucher

*One excellent way to motivate children to read is to give them an opportunity to read in a pleasing environment--a classroom reading center. With this very pertinent article, the authors share their rationale, some practical suggestions for the development of classroom reading centers, and provide answers for the following questions;*

1. *What conditions must be met for a successful reading center?*
2. *When can children be introduced to the reading center?*
3. *What types of classroom reading centers are possible?*
4. *How often is the reading center to be available to the students during the day?*

The establishment and proper utilization of an effective classroom reading center is one of the most productive methods a teacher can use. It can assist children to enjoy reading and practice reading skills, and it can establish a pleasant reading atmosphere within a classroom.

## Helping Students Enjoy Reading

Whether or not children will learn to enjoy reading through the use of a classroom reading center is dependent upon the degree to which his interest is captured by the materials in the center and upon the availability of reading materials at his reading level. If these two conditions are met the child will spend his time browsing, playing, investigating, and reading in the center. Interest can be expanded in a very "painless" and natural way and the child will begin to establish a satisfying reading habit, a habit that will bring pleasure and success throughout his child and adult life.

## Providing Practice in Reading Skills

Once a teacher has introduced phonics, structural analysis, comprehension or other skills in reading, it is possible for children to practice and learn many of the skills independently. Once skills have been introduced, the teacher can place well chosen games, puzzles,

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* Reprinted from Recreational Reading for the Classroom, Central Utah Reading Council, 1968, pp. 9-15

manipulative devices and books in the reading center. The child should be introduced to the use of the materials and then be permitted to use them during free time and selected periods during the day. This is another condition under which learning takes place "painlessly." The teacher, having introduced a skill, now uses the reading center as a means of having the student practice the skill under satisfying and enjoyable conditions.

## Establishing a Pleasant Reading Atmosphere

A well prepared, effective classroom reading center can be one of the most valuable aspects of the school by setting a "reading mood" and by establishing a positive attitude toward school within children. A child who has had positive experiences with reading within his classroom will have "warm" feelings toward the teacher and school when he thinks about reading. Since extensive reading often is the direct result of good attitudes toward reading, this might be one of the most important things a classroom teacher can do in order to develop reading skills. One of the best ways to teach children to read is to get them to read. A good reading center can be an invaluable aid in achieving this objective.

## Kinds of Reading Centers

Primarily there are three kinds of reading centers: (1) the diversified center, (2) the special interest center, and (3) the combination center. The diversified center has global appeal and contains a wide variety of books and other reading materials which cover a multitude of skills and interest areas. This center becomes somewhat permanent and even though reading materials are added and revolved, many elements and materials remain unchanged.

The special interest center features a particular topic or subject for a specific length of time: i.e., Indians, Life in the Sea, or South of the Border. This center contains a wide variety of reading materials on many levels related to the topic being studied or emphasized. The topic featured might be an area in literature, science, social studies or another that is pertinent to the objectives to be reached.

The combination center includes features of both of the above. In it are found materials that are somewhat permanent such as word games, encyclopedias, dictionaries, maps, etc. But there is also provision for emphasis of specific topics. Children who use this center may desire to play skill development games or refer to and read materials with which they are familiar already, or they may be enticed into reading materials to which they are exposed for the first time.

## Setting up a Classroom Reading Center

A classroom reading center can be arranged by the teacher alone or by the teacher and children working together. In either case, it is essential for the teacher to have clearly in mind the purpose of the particular kind of center that is to be established. He also must be acquainted with the furniture, equipment, materials, location and space that are required and available for the desired center.

Perhaps the most effective classroom reading center is the combination center in which the teacher provides and prepares certain permanent aspects of the center, and then guides children as they select and prepare the specific interest part of the center. Given proper guidance and sources of materials, children often develop centers that have more appeal to other children than one prepared by the teacher.

In order to locate and supply appropriate reading materials for the center, the children must read and classify the materials. This not only creates interest, but accomplishes a second purpose of skill development. In addition, the enthusiasm of children is often infectious, and they inspire and motivate other children to read materials that have been placed in the center.

## Use of a Reading Center

Maximum benefits are derived from a classroom reading center when children are scheduled by the teacher to use it, and when they are permitted to use it by choice. The teacher should be familiar with all materials in the center, and should direct students to specific learning activities and books that are appropriate for the children at that time. As a result of the assigned activities the student will be engaged in the proper learning activities and will become familiar with materials with which they are familiar, and benefits from teacher guidance will be derived during times when children use the reading center of their own choice.

The reading center materials are used most effectively when they are available to children during most of the school day. The materials might be accessible to students before the formal beginning of school, during recess and noon hours, at times during the day when children have completed assigned work and during assigned periods of the day. Easy access to the materials in the center contributes to their use and to the growth of students.

Reading centers should be well equipped and attractively designed. One of the most helpful aids to attract interest of children is an effective, attractive bulletin board. Properly prepared, a bulletin board can attract attention and actually "draw" students to the classroom reading center.

## OUTLINE OF IMPORTANT FEATURES OF A

## CLASSROOM READING CENTER

The following outline is provided for the purpose of providing guidelines to teachers who desire to set up reading centers within their classrooms. The outline suggests purposes, location, furniture, equipment, materials and special features that should be taken into consideration.

I. Purposes of a Reading Center.

A. To give children a quiet, comfortable place to relax and read from all types of reading material.

B. To bring together all types of reading materials, making them accessible for students.

C. To create and stimulate interest in reading about special subject areas as well as extending reading activity in all areas of literature and factual material.

D. To provide a place for children to enjoy seeing, hearing, or sharing interesting written selections.

E. To provide opportunities to exercise and develop reading skills in an enjoyable way.

II. Organizing a Reading Center.

Even though classrooms vary in size, if the furniture is effectively organized, a corner can be used for a reading center. The development of a good reading center will require resourcefulness on the part of the teacher in acquiring furniture, equipment and materials. Teachers may be able to involve students in helping to acquire and create some of the above mentioned features. The four following points need to be considered in organizing a reading center:

A. Location.

1. Approximate size - 9' x 9' to 15' x 15'.

2. Removed from the major flow of traffic.

3. Well lighted.

B. Furniture and Equipment.

1. Furniture: small tables, lamps, bookcases, couch, rug, rocking chairs, cushions.

2. Equipment: globe, aquarium, terrarium, listening station, bulletin board, display areas, tape recorder and tapes, record player and records, filmstrip projectors.

C. Materials.

1. Different kinds of realia: insect collection, Indian fossils, etc.

2. All kinds of books for that grade level including supplementary literary readers, library books, and factual references.

3. Magazines, newspapers, atlas, dictionaries, encyclopedias, etc.

D. Special Features.

1. Change of furniture--the arrangement of the furniture should be changed periodically.

2. Feature display on units of the curriculum (science, social studies, etc.) or special areas of interest should regularly occupy a part of the center. There should be accompanying interest motivating placards asking questions or riddles.

3. Bulletin boards can and should be a part of the reading center.

# TECHNIQUES FOR IMPLEMENTING THE RECREATIONAL READING PROGRAM *

Della McClellan and Ruel Allred

*In this article, twenty techniques for motivating children's reading are suggested. These techniques can be easily adapted to different grade levels with some suggestions appropriate for secondary grade classes.*

Ragan says:

> "Recreational reading should consist of stories and books that the pupils want to read; it is included in the program so that pupils will have the opportunity to develop satisfactory reading tastes under the guidance of the teacher. It is believed that more adults would want to read, and that their reading interests would extend considerably beyond comics and best-sellers, if opportunity for this kind of reading had been provided by the school."

The chances are great that children will develop and sharpen their eagerness toward recreational reading if they are guided by a forward looking teacher, (1) who believes that reading must be based on challenging experiences which motivate and stimulate; (2) who believes that there must be on hand, a rich array of appropriate multi-level materials consisting of books, pamphlets, pictures, magazines, filmstrips, and graphic materials; (3) and who believes that each child must be helped to feel at ease, friendly, respected and accepted as having a contribution to make to group thinking.

1) Setting up a reading interest center on "American Heritage" proved to be an excellent way to stimulate extensive reading for one group of fourth grade pupils. A display of realia such as rifles, swords, military decorations, documents, pioneer relics along with an attractive bulletin board helped to set the atmosphere and create interest in the subject. The teacher and pupils, together, were able to locate and display a broad selection of multi-level materials which were interesting and appropriate to the grade level. Time was scheduled for the students to share information with each other through class discussions and special reports.

2) Making a poster is an excellent way to advertise a book. For such posters, paint, crayons, chalk, paper sculpture, ink, cut-out pictures, real materials, and other things can be used, depending upon what is available for making flat or two or three dimensional ones.

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* Reprinted from Recreational Reading for the Classroom, Central Utah Reading Council, 1968, pp. 16-26.

3) Creating a series of original illustrations for a story, using any medium desired, requires good judgment in the selection of incidents to picture and in the choice of suitable materials for executing them. Clay, wood, soap, plaster, or some other kind of modeling is also purposeful.

4) Children who read the same play or story (which lends itself to dramatization) can give a performance, such a group project being an excellent one for socialization, sharing ideas, and giving the children an opportunity to participate in dramatic arts, an activity which they need and enjoy.

5) Children can use the following mechanical devices and others which they may ingeniously devise to make a "movie" of a book:

a. Drawing a series of pictures on a long sheet of paper, the ends being fastened to rollers, which are turned to move the pictures into view.

b. Making a double frame so that while one picture is being shown in one frame, a second one can be fed into the other frame.

c. Quickly flashing on the screen a series of pictures.

d. Binding together a series of action pictures to flip for motion.

e. Actually using a motion picture camera.

f. Slide-sound presentation.

6) Although an author's purpose in writing a story should be more or less accepted, writing or telling different endings or making other changes when they are not satisfied helps children to develop such attitudes as fairness, justice, and other desirable ones.

7) Writing or telling the most humorous incidents, the most exciting happening, the most interesting event, the part liked best, or the saddest part helps children to seek certain types of material from a book and make a suitable selection.

8) A pantomime cleverly acted out makes children guess about the story and then want to read the book to really find out more about it.

9) A puppet show planned to illustrate a story is sure to interest all children. The puppets can be wooden or paper mache' ones, string-manipulated ones, paper bag puppets, hand or finger figures, cardboard shadow puppets, or commercial ones, depending upon the child or children presenting the show and the materials available.

10) Broadcasting a book review to a radio audience in the classroom over a school program requires careful reading and work in speech, and then experience gives an opportunity to use ingenuity in planning sound effects, background music, etc.

11) Dressing as one of the persons in the story and telling what role he plays provides valuable, vicarious experience in giving a live interpretation of a character.

12) Having the pupils find out about a favorite author can be fun. Sharing the childhood experiences of an author helps children to feel a greater identity with the author and his books. A child might dress up like an author, visit the class, and allow the class to interview him and ask him questions. (Some authors will answer personally letters written to them by the children.)

13) Children like to watch someone give a chalk talk done with white chalk on the blackboard or with colored or black chalk on paper, employing sketching or cartooning techniques to develop the story.

14) Arranging with the director of visual aids for the showing of pictures to acquaint the children with some of the good books that have been dramatized in the form of movies gives them an opportunity to see professional interpretations.

15) Preparing an attractive book fair gives children an opportunity to browse among good books, encouraging many to read. Several paperback companies will provide you with order samples.

16) New pets or captured animals that the children are in touch with stimulate interest on that subject. For example, if a child has a new dog at his home and has brought it to class, introduce books about dogs.

17) A book sale is a good way to interest children in books. All who want to sell a book or story put their name in a box. The teacher draws out five names; and gives them one week to advertise and prepare. The children are encouraged to make posters and other types of advertising. At the end of the week, each child is allowed one minute to make a sales pitch for his book. After the children each choose which book they would like to buy, they divide into groups. The salesman then shares parts of the book or tells the story to his group. If time permits, the children can buy two books in one day. (The teacher should try to see that the five salesmen are of about the same ability.)

18) Critique's list consists of a master list on each book. Each child who reads the book gets to add one sentence expressing his feelings about the book, and then signs his name.

19) Comic book experience: Invite the members of your class to collect and bring as many comic books as possible to the classroom. After collecting them in the room for a week, announce to the class that all spare time or recreational reading time for the next week (or two weeks) is to be spent in reading comic books. The only requirement is that they individually identify the five comic books they feel are best. At the conclusion of the allowed period the teacher should lead a discussion to: (1) identify the books best liked; (2) identify reasons why they were selected; and (3) lead students to establishing good evaluation criteria.

20) The Reading Bull's-Eye (by Ruel Allred) can be used for the purpose of getting children to read a variety of materials. It is used most effectively for children with a fifth or sixth grade reading ability. It gives each child a means of keeping track of that which he reads. It also encourages him to select reading materials from several different areas since he is able to color in more space on the Bull's-Eye for a book read in a different area than he would for a second, third, or fourth book in the same area of interest. When the student has read sufficient books to permit him to color in the entire Bull's-Eye, he will have read at least forty-one books from nine different areas.

Following are the steps each child takes as he uses the Reading Bull's-Eye:

a. The child selects a book.

b. The child reads the book and determines the single category on the Reading Bull's-Eye the book best fits.

c. The child records the title, author, and category on the "Record of Books Read" page.

d. The child locates the category on the Reading Bull's-Eye, places the number of the book in the largest unused segment of that Bull's-Eye category, and colors in that segment of the Bull's-Eye. (The number of the book would be two if it were the second book read.) If the child so desires, he may place the name of the book on the Reading Bull's-Eye.

e. A student may color in the center of the Bull's-Eye only when all other sections have been colored in.

READING BULL'S-EYE

RECORD OF BOOKS READ

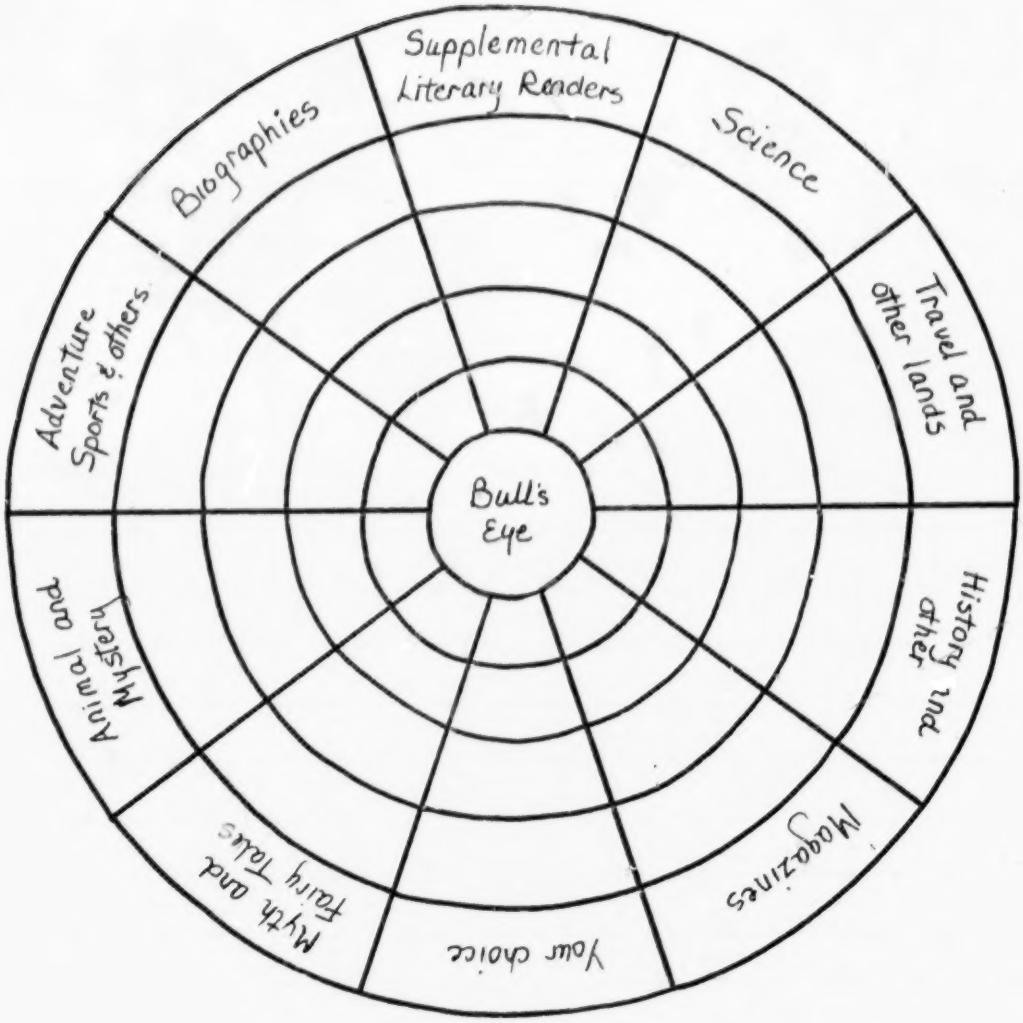
_____
Your Name

| | Book Title | Author | Category |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |

etc.

Name _____

Hit the READIN' Bull's-Eye



## Additional Objectives

In addition to getting children to read a variety of material, the Reading Bull's-Eye can assist the teacher to reach a number of other objectives. Examples of three such objectives are: (1) To have each child become familiar with a formal bibliography by having him write the essential elements of a bibliography for each book read, (2) To have each child identify and write what he considers to be the main idea or purpose of each book read, and (3) To involve parents in the free reading activities of each child by having the child "pass off" the book to the parents and have the parents so indicate by signing a card to that effect.

## Bibliography and Main Ideas

Suggested procedures for having the child write essential elements of a bibliography and identify the main idea of each book follow:

1. Set up a 3" x 5" card file into which children place one card for each book listed in their Reading Bull's-Eye. Have a section in the file for each child.

2. Instruct children on the elements and form of the bibliographical reference that should be placed on the 3" x 5" card. This probably will include author, title of book, publishing company, city published, and date.

3. Instruct children on how to identify the main idea or purpose of a book.

4. Have children write a neat bibliographical reference on the card.

5. Have children identify and write the purpose or main idea of the book or the card.

6. Have the children place their cards in the file under their own names.

The above practice gives the child valuable experience with skills dealing with books, and also gives the teacher a quick check on the reading each child has done.

## Involving Parents

In place of the bibliography and main idea file the teacher might set up a file for 3" x 5" cards on which the parent has indicated that the child has read the book and has passed it off to the parent's satisfaction. Cards can be prepared with the statement: "_____ _____ has read the book _____ and has passed it off to me to my satisfaction."

_____
Parent's signature

This is a technique that gives parents an opportunity to discover the kind of reading their child is doing. It gives them a chance to get "involved" with the school program, and it gives them a chance to find out how efficiently the child is reading. In addition, it provides a means for the teacher to follow up closely on all outside reading that children do.

Before instigating a program that involves parents in this way it is important to orient parents on the purposes of the program and to instruct them on the do's and don'ts of such a program.

## Other Uses

Teachers are encouraged to identify and reach other reading objectives through the use of The Reading Bull's-Eye and other such devices.

## HELPING CHILDREN DEVELOP AN INTEREST IN READING *

*Perhaps the main principle stated in this article is the following,*

> *"...in this role of helping the child to develop a desire to read..the parent, especially, can make his most valuable contribution."*

*Listed for parents to use with their children are thirty-eight suggestions and experiences adapted to the various ages and grade levels of students. Included is an example of a parent-involvement project at Grandview Elementary School in Provo, Utah.*

> The more you read, the more you learn;
> The more you learn, the more you understand what you read;
> The more you understand what you read, the more you like to read;
> The more you like to read, the more you read.
>
> Philip Shaw.

It is the goal of both the parent and the teacher to help the child develop an interest in reading, a taste for worthwhile material, positive attitudes toward reading and good reading habits. The child who loves to read is the child who will more nearly approach his reading potential. Once he has begun to "crack the printed code" he begins to find joy and satisfaction in applying his new skill. At each new level of achievement in reading a whole new world of experiences and ideas which are locked in the printed symbol becomes available to him. The child who discovers this and begins to use his reading skills to reach for these ideas and experiences begins to grow and progress in his reading ability on his "own steam." However, as in other phases of his development the child needs help and guidance from his parents and teacher to acquire this positive attitude about reading. It is in this role of helping the child to develop a desire to read that the parent, especially, can make his most valuable contribution. This, above all, will help assure the child success in learning to read. Following will be found some practical suggestions designed to help meet this challenge. The suggestions made here can be adapted to be applicable to children of various ages and levels of reading achievement.

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* Reprinted from Parents-Children and Reading, Central Utah Reading Council, 1970, pp. 10-20.

General Suggestions and Experiences:

1. One of the major challenges of the parent is to create for the child an environment which contributes to his development of a positive self-image. The child must feel that he is a person of worth; and, confident that he can achieve and can make a worthwhile contribution. If he has this self-concept his attitude toward the tasks before him such as learning to read will tend to be favorable. It is important that the child receive love and guidance, and experiences a predominance of successes over failures.

2. Help the child to feel basically happy and free from tension and anxiety. Maintaining a happy, wholesome home environment is extremely important. A child who is worried and whose anxiety level is high faces a difficulty as he approaches the complicated task of learning to read.

3. Take advantage of current national or local interests or activity which have also attracted the attention of the child. For example, if some scientific achievement has been or is being made or a natural phenomenon such as a hurricane or a solar eclipse is about to occur, provide reading material which will help the child become better informed on the subject. This increases his interest, his knowledge and his awareness of what printed material can do for him.

4. Children are often interested in reading about those things with which they have had personal first-hand experiences. Having had the experiences in turn helps the child as he reads to better understand that which he is reading. The parent should, therefore, make every effort to provide the child with choice experiences which will help him to explore and interpret the world about him. Visits to museums, zoos, parks, industries, government offices, dairy farms, etc. are valuable first-hand experiences from which reading interests may spring.

5. Capitalize on the child's excitement about an approaching holiday. For example, provide him with written materials which give a background concerning the holiday or stories with the holiday theme. Read to the child or let him read by himself depending on his age and desires.

6. When planning to take a trip or while on a trip, share with the child articles, brochures, pictures, etc. which contribute to the value and enjoyment of the trip.

7. Provide bulletin board space for the child or family for displaying messages, thoughts, jokes, or riddles, etc.

8. Provide easy access to books which the child can read with ease. Bookcases, magazine racks, and tables near the child's bed or favorite chair should be well stocked with great varieties of reading material.

9. Discuss on a level of the child's understanding books or articles which you have read or are reading. The subject should have some significance for the child and an attempt made to involve him in the conversation. If possible show him the article or pictures and read parts to him.

10. Provide time for the child to read. If the child has a busy schedule of lessons and social activities it will require the help of the parent to schedule time for him to relax and enjoy a book or article.

11. Provide a comfortable setting for reading with a pleasant stimulating atmosphere. Soft chairs, pillows, or couches are inviting.

12. Reading to the child is probably one of the most valuable experiences a parent can give him which helps build his interest in reading. Together select a book, poem or article. Find a comfortable place at a relaxed and quiet time of the day where you can sit together and let the child listen and enjoy a good story.

13. Provide records with accompanying picture books. Sit occasionally with the child and enjoy the stories.

14. Tell stories to children. Put expression in your voice and dramatize when appropriate.

15. Share jokes and anecdotes with your child. Many magazines have a joke section which you and your child can read together.

16. Occasionally invite someone to come into the home and tell a story or folk tale. If possible the story teller could dress in an appropriate costume.

17. Encourage the child to prepare to dramatize a story or play for you. You may wish to use puppets, flannel boards, or other visual aids.

18. Encourage the child to "sell" members of the family on a book of his choice. The child could illustrate the book, read or tell parts, etc. in an effort to influence others to read his book.

19. When you are aware that the child has completed a book or story, or is in the process of reading one ask him to express his opinion about what he has read or is reading. Inquire how he feels about the ideas or the plot. However, avoid detailed interrogation.

20. Help the child do some research about a favorite author. Learning about the author, what he is like, where and how he writes, his childhood experiences, etc., helps the children identify with the author and his books.

21. Help the child select comic books which have appropriate subjects and illustrations which are in good taste.

22. When a sensational or unusual incident occurs, such as a flood or earthquake, capitalize on the child's interest by sharing with him written material which relates to the subject.

23. Set an example--be a reader. The old adage, "like father, like son," is true of the reading habit. Let your child observe you reading and enjoying reading. Let him see your enthusiasm over something which you are reading. Studies have revealed that more children read in homes where the father reads books.

24. Locate riddles which you can share with the child. Let him challenge you with some.

25. If a child is anticipating a certain T.V. program such as a Walt Disney documentary, or a story such as "Cinderella," search for and share with him books or magazines with articles which will help him build a background on the subject. Show an interest in some of the programs which interest him in order that you might read and discuss with him about the program.

26. When a child discovers an object such as a special rock or plant or captures an animal or insect capitalize on his high interest by reading material to him or providing him with written material which he can read relating to the subject.

27. When a child has completed a book let him tell you about it. He might relate such things as saddest part, the most humorous part, the most interesting event, or the part he liked best.

28. When you are aware that your child is about to begin reading a book or story, plant questions in his mind which will help him to better understand and interpret what he reads. For example, you might say, "I wonder what kind of a boy he is," or "Why do you suppose they gave the book that name?"

29. Provide the child with materials which relate to his hobbies. Show some interest in and respect for developing a hobby.

30. Plan and make visits to the public library. Browse with the child and guide him to select materials in which he is interested and which he can read with little or no help.

31. Purchase magazines for the child which he can call his own. The mailing address should be in the child's name. A variety of children's magazines are available which make it possible to select those which relate to the age and interests of the child. A suggested list is available at the back of this book.

32. It is important that a parent take time for discussions with the child. Children need the opportunity to express their ideas orally. They also need the parents help interpreting their experiences in order that they become more meaningful to them.

33. Assist children in building their own personal library of books. Make a habit of giving books as gifts. Excellent literature is now available in paperback editions making it relatively inexpensive to develop a home library. A list of books and paperback publishers is located in the back of this book.

34. Show a genuine interest in what the child is doing in school. When possible help him locate materials which support him in school assignments and activities.

35. Take trips to points of interest near home. Even a walk around the block or exploration of the back yard can yield experience, especially if you do it with the child.

36. Listen to music with the child and help him to interpret the moods and messages found in the music. Sing favorite songs to him and with him. If narration and/or words to the song are available share them with the child.

37. Occasionally the school or an individual teacher cooperates with the parents in a program designed to encourage children to read. On the following page is an example of one of the projects which has succeeded at the Grandview Elementary School in Provo, Utah.

38. Make a deliberate attempt to <u>discover</u> the child's current interests as well as his continuing interests. This will be done through observing him in various situations in which he has an opportunity to make choices and through intimate discussions with him in which he has opportunity to express an interest. Bring books, magazines, pictures, etc. into the child's environment which relate to these interests.

GRANDVIEW SCHOOL

Dear Parents:

As we develop our reading program at Grandview School, we want to keep you informed of our progress and to solicit your support in providing worthwhile reading experiences for your child.

We recognize the importance of the home in providing reading reinforcement, practice and enjoyment in a natural setting. We therefore, request that you share with us in a plan designed to upgrade the home reading phase of the Grandview Reading Program. Your personal interest and encouragement will help your child develop good reading habits, attitudes and tastes, as well as improve his general reading achievement.

The Home Reading Program involves an initial conference between you and your child for the purpose of setting goals concerning the amount and types of material he will read at home during an eight-week period. The attached Student Reading Record should be kept in a convenient place and as the student accepts the challenge of reading, he keeps a record of his progress. Your child will be able to explain the procedure for keeping this record.

At the end of the designated period of time the parents, the child and the advisor will determine whether the goal has been accomplished. If it has been achieved, the child will then be eligible to receive a "Certificate of Merit."

Thank you for your cooperation, as we work together to attain a common goal.

Sincerely,

GRANDVIEW INTERMEDIATE ADVISORS

GRANDVIEW U.I.S.P. HOME READING PROGRAM

Special Points to Consider:

It is extremely important that a child develop a love for reading. Since children acquire a love for that in which they find success and enjoyment, the Home Reading Program should provide the child with many enjoyable reading experiences. To insure the attainment of this goal the following suggestions are made for your consideration:

(1) Help your child to select appropriate materials. The child should read material in which he makes few errors. This builds confidence in his ability, develops a positive feeling toward the experiences of reading, and provides practice in skills necessary to become an even stronger reader. If the student makes more than three errors in word pronunciation in approximately one hundred running words or has difficulty in understanding what he reads, the material is too difficult for the purpose of this activity and he should be encouraged to select something easier.

(2) The sharing or discussion of the book should be a brief, enjoyable experience in which the child shares these exciting or interesting parts which he has read. Detailed interrogation of story content should be avoided since the purpose of the discussion activity is to stimulate interest in reading and to share enjoyment of reading rather than to "check up" on the child's reading.

(3) Required excessive oral reading of selections is discouraged. If the child volunteers to read parts orally, he should be encouraged to do so. Occasionally during the discussion of a story you may wish to invite the child to read an interesting episode, etc.

(4) Setting Goals: Work cooperatively with your child in establishing a realistic goal which he can meet and which will provide him an additional successful reading experience. Occasionally readjustment of goals may be necessary because of illness, or because the original goal has been set too high or too low for the ability of the student.

SUGGESTED CLASSIFICATION OF BOOKS

ANIMALS, DOGS AND HORSES
Birds
Insects
Fish
Reptiles
Wild Animals

ARTS OR MUSIC
Architecture
Artists
Clay Modeling
Museums
Needlework
Painting
Photography
Pottery
Sculpture
Weaving
Wood Carving

BIOGRAPHY-TRUE STORIES OF REAL PEOPLE
Scientists
Musicians
Leaders
Explorers

CAREER
Nursing
Farming
Teaching
Stewardess
Doctor
Fireman

CHARACTER AND PERSONALITY
Boy Scouts
Cleanliness
First Aid
Friendship
Girl Scouts
Honesty
Patriotism
Work

FAIRY TALES, MYTHS, LEGENDS
Dragons
Fables
Ghosts
Giants

HISTORY-TRUE STORIES FROM THE PAST

HOLIDAYS
Birthdays
Festivals
National Holidays

HOME OR SCHOOL
Apartments
Cabins
Cave Dwellers
Education
Family Life
Libraries
Parents
Pets, Toys
Ranch Life
Schools in other lands

HUMOR
Comedy
Jokes
Magic
Riddles
Tricks

MYSTERY OR ADVENTURE
Detective
Exploration
Heroes
Pirates
Sea Stories
Romance

OUR COUNTRY
Air Force
Alaska
Army
City Life
Coast Guard
Colonial
Exploration
Farm Life
Government
Hawaii
Indians
Marines
Navy
National Defense
Wars
Ranch Life

POETRY

SCIENCE, EARTH INVENTIONS
Air
Astronomy
Botany
Climate
Chemistry
Earthquakes
Electricity
Fossils
Germs
Geology
Gravity
Heat
Jets
Jungles
Light
Magnetism
Mechanical Wonders
Minerals
Moon
Northern Lights
Oceans
Physics
Planets
Polar Regions
Radio
Satellites
Seasons
Sound
Stars
Sun
T.V.
Tides
Trees
Water
Volcanoes

SPORTS, AMUSEMENTS, GAMES
Archery
Athletics
Bicycling
Camping
Circuses
Collecting
Fairs
Games
Hobbies
Hunting
Puppets
Water Sports
Winter Sports

TRAVEL AND OTHER LANDS
Airplanes
Africa
Automobiles
Antarctic
Arctic
Asia
Australia
Bicycles
Boats
Busses
Canoes
Central America
Covered Wagons
Europe
Islands
Jets
Motorcycles
North America
Orient
Railroads
Ships
Stage Coaches
South America
Subways
Trains
Tropical Lands
Trucks

PERSONAL READING RECORD

NAME_____ DATE_____

| SHARING | | BOOK TITLE | AUTHOR | DATE COMP. | EVALUATION | | | | Animals | Art-Music | Biography | Career | Character | Fairy Tale | History | Holidays | Humor | Mystery | Our Country | Poetry | Religion | Science | Sports | Travel | Magazines | News-Other |
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Signature of Parent and Student indicates approval of and commitment to the program which involves periodic planning and sharing sessions.

Goal (No. of books or articles)_____

Parents Signature _____

Students Signature _____

Teachers Signature _____

The parents, child and teacher will together determine whether the goal was achieved.

# STEPS TO INTEREST AND MOTIVATE THE RELUCTANT JUNIOR HIGH SCHOOL STUDENT IN READING *

Deon O. Stevens

*What can be done to help junior high school students enjoy reading? The author of this article has tried to identify characteristics of the unmotivated readers, their needs and interests. Presented is a questionnaire, an incomplete sentence projective test, and several useful activities designed to uncover interests and to entice the unmotivated reader to want to read.*

In the adolescent years the young person's time is very much absorbed by his friends, out-of-school interests, television and movies. In some cases the adolescent who is academically poor in school tries to hide his insecurity in the presence of his social peers but does not seek help or remediation; instead he rejects it. It is generally assumed that the underlying cause in poor academic achievement is both poor reading and the lack of reading. It may be that the student who does poorly in English doesn't do any better because he cannot read. The social studies teacher complains that her student does not read his assignments. Study halls are filled with many students who say there is nothing for them to do. What they really mean is that they have no interest in their subjects because they are stunted in their reading motivation. If the basic fundamentals of reading are known, more than half the battle of getting the student to read would be won. The concern here is not the basics of phonics but the strategy of interesting and motivating the student in the printed word so that it will become a part of his crowded young life and be as exciting to him as his favorite leisure activity. Even with our myriad of books in the libraries, it isn't enough to suggest to this unmotivated student that he visit the library and select a book. It might be necessary to do a selling job on reading. This selling job is called motivation.

## Characteristics of Unmotivated Readers.

"There's nothing in the library I like. The only book I've ever liked was Men of Iron." This is one of the typically common remarks of the unmotivated, reluctant, book-shy student. Perhaps he himself does not even know what kind of book he wants to look for. Maybe he does not see himself as a reader because he has never been much of one. He may refuse to open a book or refuse to just thumb through books. He may never pick up a magazine or a newspaper to investigate its contents. He may resist the teacher's advice and assistance because he does not think it will do any good. He is probably not meeting success in school because children who see academic success read more avidly than those who have low achievement. He fears failure or any criticism.

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* Written especially for this yearbook.

Students have feelings about how they read and what they read. Here are some remarks made by eighth grade students on the subject of uninteresting books and books they are assigned to read,

> "...you have to go at it with the attitude that it can be interesting. If you start out thinking it won't be interesting or fun, the chances are slight that you will end up liking it."
>
> "...before you say it isn't interesting, you must know about it."
>
> "...try to find out things about a subject that are interesting and concentrate mostly on these."

Some 250 students from twelve communities were asked, "What makes a book easy to read?" Many of them answered, "If it's interesting." They attest that if the book is interesting, they concentrate harder, read other books by the same author, look up more information on the same topic, and widen their interests.

Many students say they select books because of the number of pages, the size of print, the covers or illustrations, or by reading a similar work by the same author. They may also select a book because a friend may have recommended it; because someone may have been talking about the characters; because the teacher may have read an interesting excerpt; or because the title was appealing to them. These are some reasons why books are chosen, but then they are not always read and enjoyed. If a book is dull and uninteresting, the student reads reluctantly and may skim through it and let up on his concentration. He may become bored and begin to daydream. A student needs to identify with the character he is reading about. He is able to do this if he is wholeheartedly interested in the character who is vigorous, successful, helpful, sincere, and courageous.

Meeting Needs.

To meet the student's needs and to help him face conflicts that arise in human relations realistically, teachers have the responsibility of providing a selection of books and periodicals which will be available for his use and also of providing the motivation to accept this help. These books must be made available because the student may not come across these selections on his own. He needs guidance to make a good choice. The reluctant reader tends to be immature in selecting books; he tends to choose the most easily accessible books without noting their worth.

Interests.

Interests are personal tastes; they cannot be forced on one for him to enjoy. They can be suggested, introduced and made available, though. Students' interests may vary according to many interrelated factors--sex, intelligence, general maturity, home background, geographical location, past experience, and cultural opportunities. Sex differences among adolescents perhaps vary more widely than differences in intelligence.

A poor reader most likely has a limited span of interests or no definite interests at all, but interests among poor or reluctant readers may vary greatly from child to child. Therefore, it is necessary to identify and evaluate the interest patterns of each student. These interests, if they are cultivated and acquired during school years, will determine the nature of reading activities of the adult years.

How to Determine Students' Interests.

The daily contact that the teacher has with the students will enable her to determine what her students' interests and tastes are. The student may not have an interest in books, but he surely has an interest in some activity or hobby, and it is possible to find out what it is. From here the teacher can work on the approach to interest the student in reading more or in reading itself.

One way for a teacher to determine a student's interests is the questionnaire. The questionnaire or interest inventory is a check list of leisure activities, different kinds of work, reading interests, and hobbies. They can reveal the student's attitude toward reading, his reading habits, tastes and background. The questionnaire is one way the teacher can learn a great deal about the student in a short period of time. Some worthy questions used to reveal the student's interests and thoughts are:

1. Have you read any books lately purely for pleasure? If so, what did you read?

2. How do you feel about reading?
   Enjoy it much?
   Moderately so?
   Do you like it?

3. Do you have trouble with words?

4. Do you have trouble locating books you find interesting?

5. What do you consider an interesting book?

6. Name one or two of the best books you have ever read.

The answers to these questions can be stepping-stones for the teacher in guiding the student to further reading.

An incomplete sentence projective test may very well reveal the student's hopes, fears, and problems as well as tastes. Such statements as:

Today, I feel.....
When I have to read, I.....
My idea of a good time is.....
To me, books.....
I like to read about.....
When I finish high school.....
I'd read more if.....

could be helpful in guidance if there is a rapport with the student.

Characteristics of Worthwhile Books.

A myriad of books should be made available in an attractive setting as one of the first methods of promoting increased interest in reading. Careful strategy in selecting books will reap good results and a worthwhile investment. Some authors feel that readability or level of difficulty should be secondary to the content and interest level. Of course experts recommend books that would be likely to be both interesting and readable. Some students will read materials above their measured reading level because of their intense interest in the content. This may be the only way the reluctant reader will do voluntary reading.

In selecting books a few guidelines may be helpful:

1. The book should be attractively covered and illustrated. Students usually prefer realistic pictures without definite margins.

2. Consider the number of pages and the size of print.

3. The book should reflect an experience familiar to the reader so that an identification with the characters will be made.

4. The story should have a punch--an action filled with suspense to keep the reader from getting the idea of dullness.

5. Select a book or type previously read successfully by the reader.

Most popular titles can be gotten in paperbound books which are a high attraction for today's readers. Cadmus Books published by E. M. Hale Company, Landmark Books by Random House, and Permabooks and Anchor Books of Doubleday and Company are recommended to take the place of expensive anthologies.

There seems to be a high degree of interest in books that are printed after a popular movie release. This may be another area to consider. Such titles as Up the Down Staircase, Charly, and more recently Love Story, draw adolescent readers.

Good book lists to be referred to for titles suitable for adolescents can be found in Fader and Shaevitz' paperback book, Hooked on Books. It includes a good list of 500 paperback books selected by teenage readers. Another list is published by the National Council of Teachers of English called, Your Reading. This is a book list of 1300 books for junior high school students on thirty-eight subjects. Some categories included in this list are adventure, home and family, problems of youth, animals, science, and science fiction. Each book is briefly annotated, and some are specially marked as to difficulty of reading.

Activities Used to Motivate the Reluctant Reader.

Many lures have been discovered or devised to entice the unmotivated reader to want to read. They are inviting, attractive, and aimed to include pleasure and fun for the adolescent student. Here is a suggested list of such activities:

1. Give speed exercises on simple material and have the student keep a progress chart.

2. Allow plenty of time during the class period for free reading.

3. Have choral reading with dramatization or oral reading of ballads and humorous poems which have rhythm and repetition.

4. Arrange for a pleasant reason for the student to read. It may be to further his interest in a sport or hobby, or to prepare him for an important purchase, or to develop his popularity and appearance.

5. Keep a scrapbook of famous people.

6. Make posters, bookjackets, bookmarks, or pictures to illustrate a book.

7. Keep a reading design or wheel representing different types of books.

8. Assign points to each book read to meet a goal. Use a few books as baiters to start the process.

9. Organize a book club such as Scholastic Book Services TAB club where students have the opportunity to purchase paperback books inexpensively.

10. Have a lending classroom library in service where books are classified according to type.

11. Take favorite book polls and publish the results.

Summary.

It is, for the most part, the job of the teacher to deal with the reluctant, negative-feeling student in forming his interests or in expanding them for later life. In doing so, his particular needs should be tried to be met for the eventual acceptance of the student's life experiences. Adolescents, too, have minds and opinions which should be respected and hopefully used as guidelines for guiding their reading preferences. Because they are individuals, it is imperative to determine the students' interests before embarking on a project of motivating. To begin the motivating process, have a wide variety of books available to match the particular interests of students or to increase and broaden their interests. Sell reading to the reluctant reader by any appropriate means possible to reach him.

# PARENT INVOLVEMENT IN TEACHING READING TO JUNIOR HIGH STUDENTS WITH READING PROBLEMS *

*Can parents be effectively involved in a reading program being carried on by a school? How would such a cooperative endeavor be effective in motivating interest in reading? What grade level students, most likely, would benefit most from the program described by Mrs. Doratha Buckley in this article?*

Development of language has long been considered a direct result of many environmental conditions, not the least of which is the parental influence on the child learning the language. Parental and home environmental influence is obvious to oral language development, but the effect of parents on reading progress has not been clear, and is even less obvious to the lay observer. Indeed, reading has been considered as the province of the school, has been relegated to school for direct teaching, and has been thought of as being related to the school only. But reading success is closely connected with parent attitudes, with parent-provided opportunities, and with parent-originated assistance. The role of the parent in developing reading skills in a youngster is now acknowledged in grade school, but is still not admitted in junior and senior high schools. In fact, the emerging drive to adulthood held by new adolescents coupled with the traditional reticence of parents and teachers to work together as a single educational team, leaves secondary schools with the feeling of "Mother and Father, keep out; education in progress."

Can parents and teachers work together to teach reading to adolescent youngsters? Will youngsters who are having difficulties "allow" their own parents to teach them in any meaningful way within the context of the junior high school? The glib answer to these questions is, "no." Teachers take great pains to warn parents of remedial readers not to do too much to force reading, not to show a boy how to sound out a word, or not to do more than encourage regular free reading, occasionally telling a boy what a word or two are. But real help? Never!

Never? Why not? Because all the experts say not! But maybe, just maybe, all the experts are wrong. At least it might appear that parents can do more than the experts give them credit for if an experienced teacher with lots of patience, personal drive, and dedication can work with the parents in a setting of success and encouragement for both parent and child. Such is the experience of Mrs. Doratha Buckley at the Orem Junior High School during the past two

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* Reprinted from Parents-Children and Reading, Central Utah Reading Council, 1970, pp. 39-46.

years in a frankly revolutionary approach to teaching reading to students who have had difficulty learning to read. Mrs. Buckley is quick to admit that what she is doing should not work according to all that is in the literature, but nevertheless her results, though tentative, bear consideration.

A Reading Program Using Parents
(Mrs. Buckley's Own Report)

Getting Started:

A year ago, my principal, Mr. Bennet Nielsen, called me into his office to discuss plans for incorporating a reading program into our seventh grade. He felt that we needed a program that would challenge our best students, motivate our problem readers and provide meaningful reading experiences for all of our students. He wanted our major objective to be, "success for every student." During the summer, I read extensively on the subject of organizing a reading program. I discussed the idea with other educators. Among my research, I read a magazine article that stressed the importance of involving parents in our school program. This article stirred within me the idea of involving parents in our new program.

The first week of school our counselor gave all the seventh graders the California Reading Test. On the basis of student scores on this test, the counselor and I grouped the students into three groups.

Students scoring grade 7.0 or above were placed in our instructional classes. Those scoring from grades 5.0 to 6.9 were placed in our developmental classes. All students scoring grade 5.0 or below were placed in a special class.

I retested the students in the special class using an Informal Reading Inventory and made out a card on each student with the following information:

Name:_____ Grade_____

Capacity Score:

Reading Scores:

Remedial Help:

Information on Grade School Achievement:

Eye Check:

Inventory of Reading Problems:

Suggestions for helping the students:

At this point, the parents of the students were invited in for a parent-teacher consultation. One hour blocks were allowed for this interview. During the period, I explained our planned parent aid program to solicit parent cooperation and help. Students were then placed in the special reading class, and given remedial help as their parents, or another parent in the community, could be persuaded to spend an hour per day, two or three days per week, to work with their own children on their children's reading problems.

Recruiting Parents:

Parents of the children in the special class have been given first opportunity to work with their own youngsters. This policy is because I feel that no one is as interested in the progress of a child as his own parents. Occasionally this is not true, but for the most part, I have found that parents work best with their own children. When a parent was not able to give time to the school, arrangements were made to find substitute parents to do the work.

Several methods of parent recruiting were used. A letter explaining the program was sent home with a request for volunteers. Parents who were themselves serving as parent-teachers interested their friends in the project. The P.T.A. called mothers to assist. Using all these methods, we have been able to develop an interested and dedicated core of parents whose devotion to their responsibilities has been at least as good as our regular staff of professional teachers.

In all, 108 parents have worked in the project with not one negative experience developing between mother and child. These parents have donated 1,498 hours of service this year, which is equivalent to 250 full-time teacher days, or almost a year and a half. By the end of the year this figure will easily exceed two full-time teacher years. We currently have 58 mothers each donating from two to ten hours per week. Each student has his own parent-teacher.

Training Parents:

I assume all responsibility for training and supervising all parents and directing the course that the remedial training is to follow. Training consists of a simple program of giving parents as much help as I feel they need to get started, and then incidentally helping "on the job." The school counselors met with each parent to discuss matters of rapport and positive attitude. I never directly cross a parent in front of her child. I encourage the parent to refer any question that she cannot answer directly to me, perhaps by having the child come to me to check a problem or ask a question. The counselors continue to work with parents as long as the parents feel a need to seek their help. Generally a feeling of rapport and mutual

trust carries children, parents, and me through any rough spots. No one is expected to know all the answers. Sometimes we all three seek answers together.

The basic secret to success of the parent training aspect is that lessons are kept simple, and parents soon find that they can lead out without worry of embarrassing themselves.

Typical Procedures:

I do the major planning for each student. This is individualized, and is kept track of in a student notebook. The child reads at his independent reading level, and consequently makes only a few word errors. These are noted by the parent, who later helps the child work out the word errors. Meaning as well as pronunciation is stressed. Thus, the main emphasis in the reading program are wide reading, vocabulary development,and comprehension of what is read. Comprehension is stressed by specific checks, by talking about the meaning of the stories read, and by the parent asking leading questions about the reading. Specific reading skill lessons are available, and I assign these as I see the need. My time is spent circulating about the room to help as I am needed, and checking lessons and plotting future directions as lessons are completed.

Homework, as all that is done in the special reading program, is kept simple. For the entire grade group individual "fun" reading is expected. Parents are invited to school to get an explanation of this program, and they cooperate well to enhance its progress. A minimum of 20 minutes per night "fun" reading is expected of all students, and the special reading students are expected to fulfill this assignment, reading at their independent level.

Parent Reaction:

The project is completing its first year, and there has not been time to apply all the sophisticated research measurements on parents and children that we would eventually like to. I have been interested in many of the parent comments as one indication of what effect the program is having. Typical comments have been, "I am so thankful for the opportunity of coming to school and helping my son." "Our home is much happier and our mother-son relationship is greatly improved since I came to school and learned how to help my boy." "Thanks for giving me the opportunity to do something worthwhile with my time. I have never been so happy."

The reactions of parents indicate one thing that I should have anticipated, but didn't really think of it until I saw it: even if the students didn't learn much reading, the closer family relationships have been worth the effort. Parents, particularly mothers, have found new insights into their boys, and boys have found new respect for their mothers.

Volunteer parent help has come primarily from mothers. We have recently added an adult class in the evening to help fathers as well as mothers. Here, parents have dealt with problems of assuring the feeling of worth of the individual. Wholesome parent-child relationships are fundamental to unlocking the way to reading, as well as any academic success. The relationship of feelings to academic achievement is a topic that parents are beginning to take hold of and understand within the context of a school that has become very real and very dear to parents.

Gains Made:

This is a preliminary report. My evaluation is that real reading gains have been made, although I honestly wonder if the major gains are not in family relationships and solidarity. Reading, important as it is, is only a skill that helps make life more meaningful. Positive family relationships also lead to this meaningful life.

Judgment of the skill gains made will have to await the completion of the year's work. Preliminary results indicate that the strength of the individual teaching arrangement is making possible great gains in reading. The students are responding well, and are developing in their reading skills at least as much as similar students have done in the past in a typical remedial reading class. I am expecting that final results will show superiority for the parent-teacher project.

## Conclusion

Mrs. Buckley's program at Orem Junior High School is still in an experimental stage. Many problems have not yet been dealt with. One of these problems is the "Westinghouse" effect that is true of new programs. Teachers, parents, and students are now excited, and the result is an outstanding program. The real test comes in subsequent years when the newness is gone. Will the students continue to react positively? These questions will need to be tested along with the empirical questions of gains of students now in the program and their adjustments when they go back to regular classrooms for their reading.

Regardless of questions not yet fully answered, the program has been successful. Questions at least tentatively answered include demonstration that parents and teachers can work together in the school setting; that parents can intelligently guide learning; that parent help is forthcoming if it is sought by the teaching profession; and that parent involvement and interest need not be limited to early grades in the elementary school.

APPENDIX A

"Musts" for Children

RECOMMENDED LIBRARY BOOKS

to be read silently or orally

Kindergarten - Second Grade

| | | |
|---|---|---|
| Marjorie Flack | Ask Mr. Bear | Macmillan |
| Hardie Gramataky | Little Toot | Putnam |
| Wanda Gag | Millions of Cats | Coward-McCann |
| Beatrix Potter | Tale of Peter Rabbit | Warne |
| Margaret Wise Brown | Runaway Bunny | Harper |
| H. A. Rey | Curious George | Houghton |
| Louise Fatio | The Happy Lion | Whittelsey |
| Robert McCloskey | Make Way for Ducklings | Viking |
| Robert McCloskey | One Morning in Maine | Viking |
| Marjorie Flack | Wait for William | Houghton |
| Virginia Lee Burton | Mike Mulligan & His Steam Shovel | Houghton |
| Claire Bishop | Five Chinese Brothers | Putnam |
| Ludwig Benelmans | Madeline | Viking |
| Ezra Jack Keats | The Snowy Day | Viking |
| Evaline Ness | Sam, Bangs and Moonshine | Scribners |
| Maurice Sendak | Where the Wild Things Are | Harper |
| Janice M. Udry | A Tree is Nice | Harper |
| Else H. Minarik | Father Bear Comes Home | Harper |
| Alvin Tresselt | White Snow Bright Snow | Lothrop |
| Maud & Miska Petersham | A Box With Red Wheels | Macmillan |
| Lois Lenski | Cowboy Small | Walck |
| Janice Udry | Moon Jumpers | Harper |
| Margeurite DeAngeli | Book of Nursery & Mother Goose Rhymes | Doubleday |
| Munro Leaf | The Story of Ferdinand | Viking |
| Lynd Ward | The Biggest Bear | Houghton |
| Dr. Seuss | And to Think That I Saw It on Mulberry Street | Vanguard |
| Sorche Nic Leodhas | Always Room for One More | Holt |
| Marjorie Flack | Walter the Lazy Mouse | Doubleday |

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* Appendix A, B, and C, are reprinted from Parents-Children and Reading, Central Utah Reading Council, 1970, pp. 47-52.

## Third - Fourth Grade

| | | |
|---|---|---|
| Alice Dalgliesh | Courage of Sarah Novel | Scribner |
| Ellis Credle | Down, Down the Mountain | Nelson |
| Dr. Seuss | 500 Hats of Bartholomew Cubbins | Vanguard |
| Phil Stong | Honk the Moose | Dodd |
| Beverly Cleary | Henry Huggins | Morrow |
| Rudyard Kipling | Just So Stories | Doubleday |
| Laura Ingalls Wilder | Little House in the Big Woods | Harper |
| Pamela Travers | Mary Poppins | Harcourt |
| Richard Atwater | Mr. Popper's Penguins | Viking |
| Carol R. Brink | Caddie Woodlawn | Macmillan |
| E. B. White | Charlotte's Web | Harper |
| Walter Edmunds | The Matchlock Gun | Dodd |
| A. A. Milne | Winnie-the-Pooh | Dutton |
| Eleanor Estes | The Moffats | Harcourt |
| Virginia Sorenson | Miracles of Maple Hill | Harcourt |
| Ann Nolan Clark | Little Navajo Bluebird | Viking |
| Richard Chase | Jack Tales | Houghton |
| Hugh Lofting | Voyages of Dr. Dolittle | Lippincott |
| Carolyn Haywood | Little Eddie | Morrow |
| Eleanor E. Lattimore | Little Pear | Harcourt |
| Rumer Godden | Miss Happiness and Miss Flower | Viking |
| Peter Asbjornsen | East of the Sun and West of the Moon | Macmillan |
| Jakob & Wilhelm | Grimm's Fairy Tales | Grosset |
| Wilson Rawls | Where the Red Fern Grows | Doubleday |

## Fifth - Sixth Grades

| | | |
|---|---|---|
| Armstrong Sperry | Call It Courage | Macmillan |
| Kate Seredy | The Good Master | Viking |
| Keith Robertson | Henry Reed, Inc. | Viking |
| Mary Norton | The Borrowers | Harcourt |
| Robert McCloskey | Homer Price | Viking |
| Robert Lawson | Rabbit Hill | Viking |
| Clara Ingram Judson | Thomas Jefferson: Champion of the People | Follett |
| Kenneth Grahame | The Wind in the Willows | Heritage Press |
| Elizabeth Enright | The Saturdays | Rinehart |
| Evelyn Sibley Lampman | The Sly Stegosaurus of Crickett Creek | Doubleday |
| Elizabeth Foreman | Young Fu of the Upper Yangtze | Winston |
| Eric Knight | Lassie Come Home | Winston |
| Edward Eager | Half Magic | Harcourt |
| Margeurite DeAngeli | The Door in the Wall | Doubleday |

| | | |
|---|---|---|
| Hilda Von Stockum | Cottage at Banry Bay | Viking |
| Robert Lawson | Ben and Me | Little |
| Sidney Taylor | All-of-a-Kind Family | Follett |
| Archie Binns | Sea Pup | Duell |
| Eleanor Estes | The Middle Moffat | Harcourt |
| Doris Gates | Blue Willow | Viking |
| Lois Lenski | Cotton in my Sack | Lippincott |
| Felix Salten | Bambi | Grosset |
| William Steele | Winter Danger | Harcourt |
| James Cloyd Bowman | Pecos Bill | Whitman |
| Geoffrey Chaucer | Chanticleer and the Fox | |
| Alice Dalgliesh | The Courage of Sarah Noble | Scribner |
| Ian Flemming | Chitty Chitty Bang Bang | |

Seventh - Eighth Grades

| | | |
|---|---|---|
| Sheila Burnford | The Incredible Journey | Little |
| Rachel Field | Calico Bush | Macmillan |
| Esther Forbes | Johnny Tremain | Houghton |
| Jim Kjelgaard | Big Red | Holiday House |
| Joseph Krumgold | And Now Miguel | Crowell |
| Scott O-Dell | Island of the Blue Dolphins | Houghton |
| Madeline L'Engle | A Wrinkle in Time | Farrar |
| Marguerite Henry | King of the Wind | Rand |
| Ralph Moody | Little Britches | Norton |
| Elizabeth Speare | The Bronze Bow | Houghton |
| Ann Nolan Clark | Secret of the Andes | Viking |
| Irene Hunt | Up the Road Slowly | Follett |
| Beverly Cleary | Fifteen | Morrow |
| Emily Neville | It's Like This Cat | Harper |
| Marjorie K. Rawlings | The Yearling | Scribner |
| Rosemary Sutcliff | Dawn Wind | Walck |
| Belle Dorman Rugh | Crystal Mountain | Houghton |
| James Daugherty | Daniel Boone | Viking |
| Jeanette Eaton | Leader of Destiny | Harcourt |
| Thor Heyerdahl | Kon-Tiki | Rand |
| Elizabeth Yates | Amos Fortune, Free Man | Dutton |
| Jean Lee Lattram | Carry on Mr. Bowditch | Houghton |
| Carl Sandburg | Abe Lincoln Grows Up | Harcourt |
| Robert Lewis Stevenson | Treasure Island | Scribner |
| Elizabeth Speare | The Witch of Blackbird Pond | Houghton |
| Harold Keith | Rifles for Watie | Crowell |

## SECONDARY

| | | |
|---|---|---|
| Miguel de Cervantes | Adventures of Don Quixote De La Mancha | |
| Leo Tolstoy | Anna Karenina | |
| Jules Verne | Around the World in Eighty Days | |
| Lewis Wallace | Ben Hur | |
| Thornton Wilder | Bridge of San Luis Rey | |
| Rudyard Kipling | Captains Courageous | |
| Nathaniel Hawthorne | The Scarlet Letter | |
| Jules Verne | Twenty Thousand Leagues Under the Sea | |
| Charlotte Bronte | Jane Eyre | |
| Theodore Dreiser | An American Tragedy | |
| George Orwell | Animal Farm | |
| Frank Gilbreth and Ernesting G. Cary | Cheaper by the Dozen | |
| Anne Frank | Diary of Anne Frank | |
| Joy Adamson | Born Free | |
| Leon Uris | Exodus | Doubleday |
| Margaret Mitchell | Gone With the Wind | Macmillan |
| James Hilton | Good-bye, Mr. Chips | |
| Pearl Buck | The Good Earth | |
| Paul Gallico | The Hurricane Story | Doubleday |
| John Gunther | Inside Russia Today | Harper |
| Thor Heyerdahl | Kon-Tiki | |
| Irving Stone | Love is Eternal | |
| Ralph Moody | Little Britches | |
| Sinclair Lewis | Main Street | |
| J. Edgar Hoover | Masters of Deceit | |
| Charles Nordhoff and James M. Hall | Mutiny on the Bounty | |
| Thomas A. Dooley | The Night They Burned the Mountain | |
| Neill C. Wilson | Nine Bridges and Granny Hite | |
| Jesse Stuart | The Thread that Runs so True | |
| Mildred Walker | Winter Wheat | |
| Ernest Hemingway | The Old Man and the Sea | |
| Anna Rose Wright | Room for One More | |
| Booth Tarkington | Seventeen | |
| Harper Lee | To Kill a Mockingbird | |
| Betty Smith | A Tree Grows in Brooklyn | |
| William J. Lederer and Eugene Burdick | The Ugly American | |
| Marjorie Kinnan Rawlings | The Yearling | |
| Salinger | Catcher in the Rye | |
| Golding | Lord of the Flies | |

| | | |
|---|---|---|
| Tolkien | The Hobbit | |
| Tolkien | Lord of the Rings | |
| Steinbeck | Of Mice and Men | |
| | The Bible | |
| Marshall | Christy | |
| Isaac Asimov | Fantastic Voyage | Houghton |
| Francis Clifford | The Naked Runner | Coward-McCann |
| John Fuller | Incident at Exeter | Putnam |
| Alistair MacLean | When Eight Bells Toll | Doubleday |
| George Plimpton | Paper Lion | Harper |
| Desmond Bagley | The Vivero Letter | |
| Jay David | Growing up Black | |
| Jack Kuper | Child of the Holocaust | |
| Charles Portis | True Grit | |
| Ivan Terrence Sanderson | Uninvited Visitors | |
| Charles M. Schulz | Peanuts Treasury | |

THIS LIST IS BY NO MEANS A COMPLETE LIST.

APPENDIX B

PAPERBACK PUBLISHERS

Avon Books, Hearst Corp.
959 Eighth Avenue
N.Y., N.Y. 10019

Bantam Books, Inc.
271 Madison Avenue
N.Y. 16, N.Y.

Dell Publishing Co., Inc.
750 Third Avenue
N.Y., N.Y. 10017

Dolphin Books and Dolphin Masters
14 Fyfield Road
Oxford, England

Dutton Everyman Paperbacks
201 Park Avenue, South
N.Y., N.Y. 10003

Harper and Row Publishers, Inc.
Keystone Industrial Park
Scranton, Pa. 18512

Indiana University Press
Tenth and Morton St.
Bloomington, Indiana 47401

Little, Brown and Co.
34 Beacon Street
Boston, Mass. 02106

Modern Library College Editions
457 Madison Avenue
N.Y., N.Y. 10022

Pocket Books, Inc.
Simon and Schuster
701 Seneca Street
Buffalo, N.Y.

Frederick Ungar Publishing Co.
250 Park Avenue, So.
N.Y., N.Y. 10003

Vintage Books
Random House
457 Madison Avenue
N.Y., N.Y. 10022

New American Library of World Literature
Associated Book Service
5 Lawrence Street
Bloomfield, New Jersey

Washington Square Press
Simon and Schuster
Associated Book Service
5 Lawrence Street
Bloomfield, New Jersey

Permabooks
701 Seneca Street
Buffalo, N.Y.

Phoenix Books
University of Chicago Press
5750 Ellis Avenue
Chicago, Illinois

Perennial Library
Harper and Row Publishers Inc.
Keystone Industrial Park
Scranton, Pa. 18512

Scholastic Book Service
5675 Sunol Boulevard
Pleasanton, California 94566

Charles Scribner's Sons
Shipping and Service Center
Vreeland Avenue
Totowa, New Jersey

Sentry Editions
Houghton Mifflin Publishing Co.
777 California Avenue
Palo Alto, California

Signet
New American Library of World Literature
1301 Avenue of the Americas
N.Y., N.Y. 10019

Simon and Schuster
Associated Book Service
5 Lawrence Street
Bloomfield, New Jersey

Universal Library
Grosset and Dunlap
51 Madison Avenue
N.Y., N.Y.

Educational Reading Service, Inc.
East 64 Midland Avenue
Paramus, New Jersey 07652

## APPENDIX C

### Recommended Magazines and Publishers

Preschool - Beginners:

Golden Magazine
Ranger Rick
Children's Friend
American Childhood
Children's Digest by Parents' Institute of Parents' Magazine.
Children's Playmate by Children's Playmate Magazine, Inc.
Humpty Dumpty's Magazine for little Children by Parents' Institute of Parents' Magazine.
Jack and Jill by Curtis Publishing Company
Wee Wisdom by Unity School of Christianity

Intermediate:

The American Girl by Girl Scouts of the U.S.A.
American Junior Red Cross News by Junior Red Cross
Animal Kingdom by New York Zoological Society
Arts and Activities
Boys' Life by Boy Scouts of America
Audubon by National Audubon Society
Highlights for Children
National Geographic Society School Bulletins by National Geographic Magazine Society
Nature Magazine
Popular Mechanics
Read Magazine by American Education
Child Life

Secondary:

Life
Look
Reader's Digest
Mad
TV Guide
Time
Newsweek
Parade
Seventeen
This Week
U. S. News and World Report
Field and Stream
Ebony
Popular Science
Ladies Home Journal
Popular Electronics and Mechanics
Modern Teens
Surfer
Hot Rod
Sports Illustrated

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